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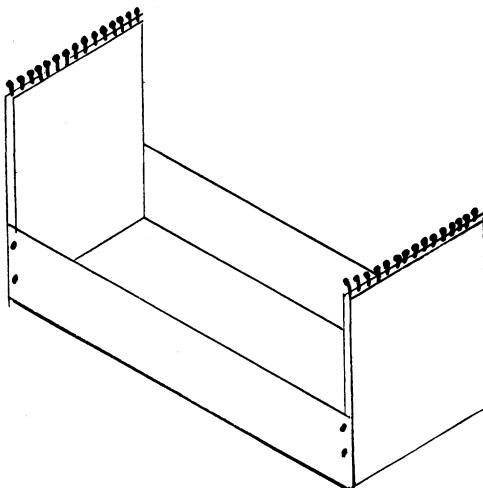
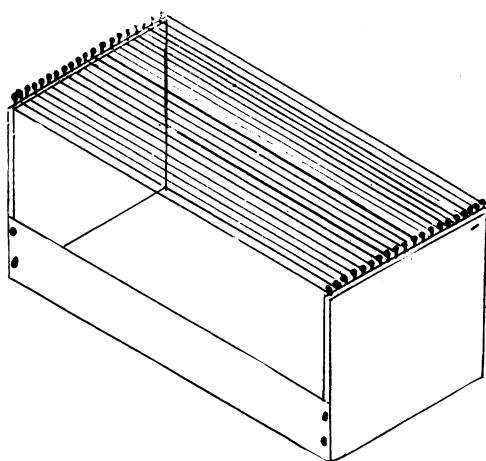
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First Grade

Harriet T. B. Atwood

History: Study of home activities continued. In making the floors for the different rooms of the playhouses, the children invariably chose hardwood floors for parlor and dining-room, with the idea of using rugs. The work for January will therefore be the designing and weaving of rugs to be used in furnishing the house. The children will be encouraged to examine the various rugs in their own houses and the Navajo rugs of the school museum with the view of finding out how they are made. Each child will then weave a rug upon his loom, using cotton carpet cord for warp and coarse wool filling for woof. (For the working drawing of a simple loom which can be made in the shop by First or Second Grade children, see p. 145 of the October

fabrics, dish-towels, curtains, their own clothing, ribbons, etc., and will discover that these, too, are made of woven threads.



COURSE OF STUDY.) If this is impracticable, still simpler looms can be made by putting a row of wire nails one-quarter inch apart in either end of a wooden box and partially removing the sides of the box.

The children will also examine other

After examining the different kinds of threads, they will experiment with the raw materials, wool, flax, cotton, and raw silk, trying actually to make threads from them.

The children will have the advantage of seeing the spinning-wheel and loom used. (See Second Grade History Outline.) If possible, a visit will be made to a factory where rugs are woven.

Literature: Stories and myths: *The Walnut Tree That Wanted to Bear Tulips*, Sara Wiltse; *Old Pipes and the Dryad*, Stockton; *Rhaecus*, adapted from Lowell; *The Building of the Canoe*, Longfellow's *Hiawatha*; *Myth of Arachne*, Cooke's *Nature Myths*.

Dramatic Art: I. Training in hearing and reproducing sound. Phonic games. Dramatization of *The Building of the Birch Canoe*.

II. Poems for memorizing: *Wizard Frost*, Frank Dempster Sherman; selections from *The Building of the Birch Canoe*, Longfellow.

Nature Study: I. Study of the January landscape by means of paintings and black-board illustrations.

II. Study of wood: During December the children experimented with different kinds of stone to discover which was best for building purposes. In January they will examine various kinds of wood as to beauty, strength, and durability.

1. Each child will have specimens of wood from the trees which he has been observing, i. e., willow, oak, pine, maple, elm, and poplar. In the shop the children will cut cross, longitudinal, and quarter sections of each kind of wood. These sections will be polished and oiled, and the children will decide which they like best for the woodwork of their houses, the floors, the furniture, etc.

2. The children will then weigh specimens of uniform size of pine, oak, and maple, and decide which wood to use to make the lightest mineral box.

3. Strength tests of the different woods will be made, as follows: Specimens of uniform size and cut (perhaps $\frac{1}{4}$ in. x $\frac{1}{4}$ in. x 12 in.) will be used. Weights varying from one to fifteen pounds (bags of sand made by the children) will be hung exactly upon the middle point of the small beam of wood in a uniform way during each test.

4. After examining various painted and unpainted wood surfaces which have been exposed to the weather, the children will experiment with painted and unpainted specimens to see which takes up the most water.

After the weight and strength of the various woods has been determined, the relation of this to the amount of yearly growth will be considered.

Geography: I. Study of various kinds of forests in connection with the work in Nature Study. Use of pictures and lantern-slides.

II. Study of tropical fruits. (See outline in Geography for Second Grade.)

Art: Painting of outdoor landscape, of various wood specimens, of tropical fruits. Black-board illustration of stories. Illustration of one of the stories, using clay.

Industrial Art: Designing of patterns for rugs. Weaving of rugs.

Reading: Simple printed descriptions of tropical fruit trees. Printed questions upon the specimens of wood. Printed dictation for cutting sections of wood. Printed reading lessons about the various useful woods and the trees from which they come. Texts of songs written upon the blackboard.

Writing, Spelling, and English: Placing of names of the different woods, the fruits studied, and all new words learned, in dictionaries. Sentences telling the results of experiments to be written on the blackboard. Placing of recipes in cook book. Writing of dimensions on all working drawings.

Correlated Number: Making of weights to be used in testing the strength of wood. Finding the middle point of wood beams. Weighing of various wood specimens. Finding and comparison of amounts of water taken up by painted and unpainted specimens of wood. Making of an accurate working drawing of the bottom, sides, ends, and partitions of the mineral box which is to be made in the shop.

Music: (MISS GOODRICH.) The music will present few new features in these grades, where many of the children are still unable to sing intervals correctly. Perfect accuracy as to pitch is secured only at certain times. Each child sings octaves, half and whole steps, and the arpeggio with great care as often as practicable—about once a week. This means, of course, very slow progress, but it proves sure as the weeks go by. These little exercises are usually taken from known songs, or those in process of acquisition. For example, the octave and third at the end of the Reinecke *Apple Tree* song, the arpeggio in the *Bogieman* (Modern Music Series, Primer), the scale-

fragments in *The Elephant*, etc., proved useful and entertaining. Very great accuracy of pitch is not demanded of the so-called "tone-deaf" children, excepting during this practice. It will be found that in many cases an approximation to the tune, sung softly by the child while listening to the teacher, may be secured long before single tones can be imitated with any security. The tone-image should be allowed to develop freely, with only now and then an attempt to reach perfection. The endeavor is made to hold the mean between too great stress upon the matter of actual pitch, which only confuses and discourages the child, and a laxity which fails to secure the concentration necessary for the preservation of the ideal.

Songs: *Spin, Lassie, Spin*, Modern Music Series, First Book; *The Spider; Work and Play; January and February; Soldier Song; Bouncing Ball*, Modern Music Series, Primer; *Old Jack Frost*, Songs for Little Children, No. 2; *The Tree*, No. 3, Eleanor Smith.

School Economics: See Miss Cooke's outline for January.

Manual Training: Making of mineral boxes for holding specimens collected by the children. Preparation of wood sections from various trees studied.

Physical Training: Apparatus work. The children have learned to vault with single bar and have started pole-climbing. Following the vault will be the hurdles. They will start with one and gradually learn to leap four.

Free exercises with music: Arm exercises and leg exercises have been taken. The next step in co-ordination will be combinations of arm and leg movements.

Games: Practice in throwing large ball, also bean-bags.

References: Carpenter, *Geographical Readers*; Sara Wiltse, *Kindergarten Book*; Jackman (outline for February and March), *Nature Study and Related Subjects*; Popular Science Monthly, March, '73, *Strength of Timber*; Popular Science Monthly, November, '82, and December, '83, *Annual Growth*; Scribner's Magazine for June, '93, *Story of Logging*; Chase and Clow, *Stories of Industry*; Emily J. Rice, *Outlines in History*.

Second Grade

Harriet T. B. Atwood

History: (ANTOINETTE HOLLISTER). The Second Grade will continue the study of shepherd life, noting especially the industrial conditions of that time and comparing them with those of our own time. The following topics will be discussed:

Mat weaving with rushes and twigs. Beating bast fibers for clothing. Use of flax plant. Discovery of fiber. Making thread of fiber. Making thread of wool. Invention of primitive spindle and distaff. Use of frames for holding warp. Modification of needle into shuttle. Use of comb. Invention of harness and heddles. Gradual perfection of loom.

Flax, cotton, and hemp will be planted in boxes in the school-room and the

children will watch the growth of the plants, try to discover ideal conditions for them, and use the fibers for experiments.

They will experiment also with the silk and wool as raw materials.

A friend of the school has kindly promised to use the loom and spinning-wheel for the children, and they (the children) will also visit some factory to see the way in which cloth is made by machinery.

Nature Study: I. Study of January landscape by means of paintings each week.

II. Study of wood. (For detailed outline, see Topic II in the outline of Nature Study for First Grade.)